

THE EFFECTIVENESS OF LOGOTHERAPY IN ALLEVIATING THE IDENTITY CRISIS AND PROMOTING THE POSITIVE LIFE OF ADOLESCENTS

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ABSTRACT

The study aimed to identify the effectiveness of logotherapy in alleviating the identity crisis and promoting positive life among adolescents with a visual handicap. The Participants was deliberately chosen from adolescents with visual impairment at the King Salman Center for Disability Research in the Kingdom of Saudi Arabia, The Participants consisted of 30 teenagers, 15 for the experimental group and 15 for the control group, the study instruments consisted of the program of logotherapy, the identity crisis scale, and the positive life scale. The study used the quasi-experimental approach of two groups - the experimental group and the control group. The study concluded that there is an effect of logotherapy in Alleviating the identity crisis and enhancing the positive life of adolescents with a visual handicap. There were also statistically significant differences between the mean scores of the experimental group in the two measures: pre and post regarding the scales of identity crisis and the enhancing of positive life. Moreover, there were statistically significant differences between the mean scores of the two groups: experimental, and control regarding the scales of identity crisis and the promoting of positive life in post measurement. Finally, the study concluded that there were no statistically significant differences between mean scores for group experimental on the scales of identity crisis and the enhancing of positive life in trace measurement.

KEYWORDS: Logotherapy - Identity Crisis - Positive Life - People with Visual Handicap & Adolescents

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INTRODUCTION

Contemporary societies have recently witnessed transformations in their structure in terms of self-identification, and these transformations have led to the prevalence of certain values that individuals may be unable to adapt to in a way that may lead to their exposure to various pressures, their feelings of despair and the emptiness of their lives of its meaning due to their inability to satisfy their needs and achieve what they aspire to achieve goals. This indicates a state of confusion in their lives, which crystallizes in two important questions: who are we? And what do we want? Which is the situation that Erikson expresses in the identity crisis.

It should be noted that the identity crisis is the critical problem in adolescence, a crisis that most adolescents go through at some time, and suffer from not knowing themselves clearly, and what they will be in the future, so they feel lost, dependent and ignorant of what they should do and believe in (Mashri, 2017). Hence, the identity crisis is seen as a sign of the path of growth that can lead to a sense of identity, or to more fragmentation of the role, and identification of identity (Morsi, 2013).

It is worth noting that adolescents' sense of identity crisis can be attributed to their inability to understand what is going on around them and the lack of their experience in dealing with reality, and the struggle they suffer from due to inconsistency and contradiction in what is required of them whether to assume responsibilities, or what

is expected of them from the obligations of parents or educators or peer and others (Eid, 2012). Moreover, the real opportunities provided by society for them to satisfy their various needs are insufficient and this results in their inability to understand the meaning of their lives (Radwan, 2010).

Since adolescence is a critical stage in human development, it represents a common denominator in terms of its difficulty for adolescents - ordinary and disabled. They are partners in the stage with the attributes this stage bears and the challenges it imposes (Lieberman et al, 2013). It becomes even more difficult for visually handicapped adolescents, in the sense that visual handicap in itself constitutes a crisis that goes through stages including: shock, expectation of recovery, consolation, subtle responses, and acceptance of reality (Coleman & Cramer, 2015). As well as being a factor influencing the blind adolescent's sense of the adolescent crisis itself which is imposed by its development demands and social expectations (Razaei, 2016).

In the same context, visual handicap may be the cause of many problems, especially in adolescence, foremost among which are the problems of identity, because visual handicap is associated with high levels of insufficient job performance for blind teens, which negatively affects their independence and self-esteem (Alhmouz, 2014). From this vision, visually handicapped adolescents experience a sense of alienation in its various dimensions: disability, social isolation, centralization of self, meaning or emptiness of meaning (Al-Jadid, 2013).

On the other hand, the visually handicapped teenager faces many psychological and social problems imposed by adolescence in addition to the problems caused by visual disability, whereby the blind adolescent at this stage feels the severity of the visual disability, and begins to realize the nature of the disability he suffers from (Al Daboh, 2006). Also, visual handicap imposes restrictions represented in the inability to move and move around and manage life affairs, or social restrictions represented in the inability to participate in activities and interaction with others, or behavioral restrictions represented in the extreme treatment of some members of society, either with compassion and excess protection, or cruelty and rejection (Haugann, 2018).

It appears that the visual handicap and the consequent individual's feeling of helplessness may stand in the way of satisfying the basic needs of the individual, which makes him frustrated and disappointed in achieving his goals, and makes his life aimless and meaningless, so he loses his enthusiasm and motivation in life (Utsumi & Ando, 2019).

As a result of the foregoing, most of the problems of adolescents, including the dispersion of identity, are closely related to the meaningless life, and therefore there is a need for experimental intervention to design treatment programs to alleviate the identity crisis of visually handicapped adolescents by helping them achieve a positive meaning in their lives. Thus, it is expected that logotherapy will be more effective in relieving the identity crisis and promoting the positive meaning of life for visually handicapped adolescents; this is because Logotherapy is a therapeutic approach that addresses the spiritual dimension in a person. It was developed by Frankl and he defined its foundations in: freedom of will, the will of meaning, and the meaning of life. He presented it with a group of therapeutic techniques that are based on the theoretical foundations, including: the paradoxical intention, dereflection. Frankl is considered to be a therapeutic school in which theory integrates with application, and meaning plays a major role in giving real value to the human being (Al Daboh, 2006).

The importance of the study comes through Highlighting the effectiveness of logotherapy in alleviating the identity crisis and promoting the positive life of adolescents with a visual handicap, and The importance of the age stage,

which is the adolescence stage, which in itself represents the most developmental stage that is characterized by physiological and psychological changes that generate an individual with many stresses, struggles, and psychological disorders such as feelings of despair, anxiety, depression, alienation, and psychological unity. In addition to The importance of the variables covered in the study; as this study is dealing with an identity crisis, the meaning of life, and identity is a development requirement that crystallizes in adolescence where the meaning of life scale was developed for visually handicapped adolescents, consistent with the nature of their disability. Finally Disclosure of the importance of meaning and its role in the identity crisis facing adolescents, which arises from the individual's inability to understand the meaning of his life.

Accordingly, the primary goal of Logotherapy is to help the troubled individual discover and achieve the meaning of his life. Therefore, the current study is an attempt by the researcher to identify the effectiveness of Logotherapy in alleviating the identity crisis and achieving the positive meaning of life for visually handicapped adolescents.

PROBLEM OF THE STUDY

It has become known to the insiders in psychological and behavioral studies and psychological treatments that visually handicapped adolescents have characteristics that predict that they suffer from a crisis in determining their self-identity and their confusion in life, and this was confirmed by the results of the Ruby (2015) study on the effectiveness of Logotherapy in developing the psychological hardness of the visually handicapped. The study indicated that visually handicapped adolescents are characterized by depending on others, the inability to participate in various activities, and enjoying free time and their satisfaction with life.

On the other hand, it is possible to explain the visually handicapped adolescents' sense of identity crisis, and to identify its sources for them because of the misalignment of disability resulting from visual handicap and its impact on behavior in addition to the social attitudes towards blindness (Omar, 2019). With this in mind, people with visual handicaps suffer from alienation, depression, introversion and shame, psychological unity, low self-concept, feelings of despair and indifference, low level of ambition, anxiety, and they are more inclined to external control (Musa, 2017).

The foregoing indicates that visually handicapped adolescents suffer from a loss of identity or a loss of the general meaning of life as a result of their feeling of helplessness, deficiency and inefficiency arising from blindness, and the resulting psychological, social and behavioral problems, and that most of their problems are closely related to the goals and special meanings in life. So, it is necessary to design therapeutic counseling programs for them to reduce these psychological and social problems that have a significant impact on their compatibility with themselves or with others. Based on all of the above, this study came to demonstrate the effectiveness of logotherapy in alleviating the identity crisis and promoting positive life, through a field study on people with visual handicap among adolescents, where the problem of the study is presented by the following main question:

What is the efficacy of logotherapy in relieving the identity crisis and promoting the positive life of adolescents with visual handicap?

Hypotheses of the Study

- There are statistically significant differences at the significance level (0.05) between the mean scores of the experimental group in the two measurements: pre and post on the scales of identity crisis and the enhancing of

positive life.

- There are statistically significant differences at the significance level (0.05) between the mean scores of the two groups: experimental, and control on the scales of identity crisis and the enhancing of positive life in the post measurement.
- There are no statistically significant differences between the mean scores of the group experimental on the scales of identity crisis and the enhancing of positive life in the trace measurement.

Objectives of the Study

- Preparing a therapeutic program based on theoretical foundations and applied techniques for logotherapy, identifying its effectiveness in alleviating the identity crisis, and achieving the positive meaning of life for visually handicapped adolescents.
- Identify the extent of the effectiveness of logotherapy in alleviating the identity crisis, and achieving the positive meaning of life for visually handicapped adolescents after completing the program and during the follow-up period.

BACKGROUND

Logotherapy

Logotherapy is a therapeutic approach based on the principles of existential philosophy and the human trend in psychology and it was founded by Frankl, as it was derived from the Greek word Logos which means meaning. Accordingly, it is a treatment that focuses on human existence, and the meaning of that existence (Musa, 2017).

Logotherapy aims to modify the philosophical entrance of individuals, reduce their frustrating self-beliefs and help the troubled individual discover the meaning lost in his life, where Frankl stresses that the causes of the emergence of mental illness are the emptiness of meaning in an individual's life that leads to an existential void (Khudair, 2016). When an individual finds meaning in his life, he becomes psychologically correct, feels its importance and the value of his existence, and that his life deserves to be lived, and that he can find meaning in his life when he faces painful experience, or when he faces social pressures, or through suffering (Omar, 2019).

On the other hand, logotherapy is a human therapeutic approach that focuses on the spiritual side of the human being and aims to help the individual discover the lost meanings in his life that caused his disorder with his self and with his external world, through his insight into the positive aspects, energies and capabilities he possesses instead of focusing on the negative aspects and shortcomings. All this can be done in light of the theoretical foundations and technical methods presented by Frankl in his theory of logotherapy, which mainly deals with the meaning of human existence (Ghunaim, 2017).

Logotherapy Procedurally is defined in this study as a group of chosen techniques, number of sessions and the activities involved, and the chosen procedures for applying the program to the adolescents with visual handicaps.

Identity Crisis

The realization of identity is defined by knowing the subjective identity of the individual. So that his future expectations are an extension and continuation of the experiences of the past, and the bounties of the past are related to what he expects

from a future with a meaningful connection, with the feeling that he is able to work as a single person without closing in the relationship with the other, while taking on a social role and heading towards specific goals, accomplishing them according to a specific time perspective. In addition to that, achieving a mature relationship with the opposite sex and defining an ideology and philosophy of life (Ramadhana, 2019).

The identity crisis indicates one of the developmental difficulties faced by the individual in adolescence. "Erickson" is the first to address the concept of the identity crisis among adolescents as a psychological social requirement in adolescence, as it appears at this stage after a social interpretation of its positive way is the sense of identity, and its negative way is the dispersion of identity (Eid, 2012).

According to Marcia's perspective, which categorizes identity into four ranks: achievement, moratorium, foreclosure, and diffusion, Mashri (2017) defines an identity crisis as a condition of a teenager's lack of knowledge of himself clearly at the present time and what will be in the future, and is represented in the rank of lower identity maturity represented by foreclosure and diffusion (Morsi, 2013).

Procedurally, the present study defines individuals suffering from a crisis in identification as those individuals whose scores on the scale of identity used in the study exceed the separation degree with at least one standard deviation in the foreclosure and diffusion ranks.

Meaning of Life

The concept of the meaning of life is receiving the attention of researchers and psychologists, especially with the attitude of psychology in recent times to search for a new formulation of mental health indicators. The variable meaning of life represents one of these indicators because it is considered a predictor of mental health in the individual Al Daboh (2019). The concept of the meaning of life or positive life is one of the important concepts presented by Frankl within the foundations of his theory of logotherapy; it indicates that life has a meaning under all circumstances and factors, and the concept of the meaning of life has appeared within the system of concern for the human trend in psychology that is interested in the study of man (Al Daboh, 2006).

Procedurally, the current study defines positive life as the sum of individual responses that reflect its awareness of the goal in life, his sense of its importance and value, his motivation to move positively in it, his ability to assume responsibility, and his self-sufficiency towards others, and his satisfaction with his life in general despite the suffering that may be imposed on him because of his disability. A high score on the meaning of life scale used in the study indicates a positive sense of the meaning of life, while a low score indicates an empty meaning.

Visually Handicapped

Visually handicapped as a term refers to varying degrees of visual loss ranging from cases of total blindness who do not have a sense of light, and do not see anything at all, and they must rely entirely on their other senses in their daily lives and their education, and cases of partial vision who have visual residues that they can benefit from in directions, movement and learning processes, with or without visual aids (Haugann, 2018). Consequently, visual handicap according to the degree of vision takes two forms: blindness (total blindness) and poor eyesight (partial blindness) (Utsumi, 2019).

Accordingly, the visual disability according to the time of its occurrence takes two forms: a birth blindness that occurred before the age of five, and an acquired emergency that occurred after the age of five and according to the

interaction of the degree of vision and the time of the occurrence of the disability, the visually impaired are classified into the following categories: (Al Daboh, 2006):

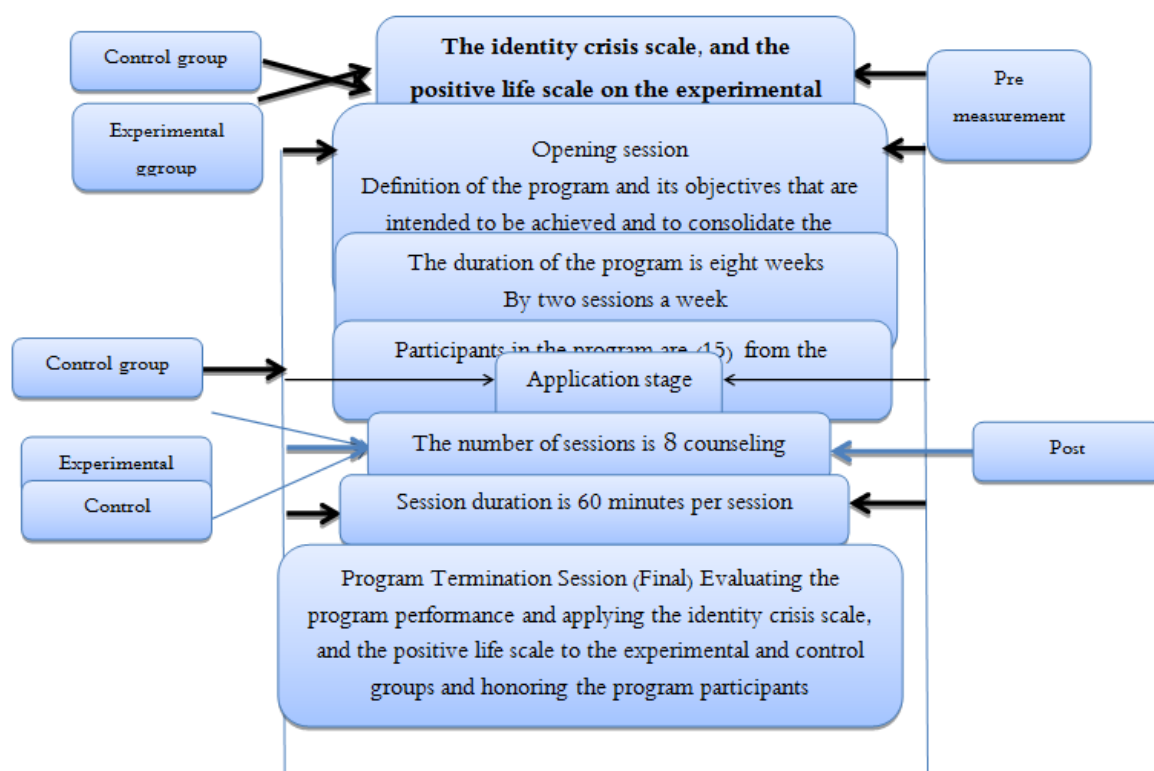
- Totally blind, born or have visual handicap before the age of five.
- Totally blind people who had visual handicap after the age of five.
- Partially blind children born or injured with visual handicap before the age of five.
- Partly blind people who had visual handicap after the age of five.

The current study defines procedurally, the visually impaired, as adolescents with vision handicap before the age of five, and reviewers of King Salman Center for Disability Research.

Delimitations of the Study

The study aims to identify the effectiveness of logotherapy in alleviating the identity crisis and promoting positive life. To achieve this, a program of logotherapy, the identity crisis scale, and the positive life scale were used on Participants of adolescents with visual handicap in King Salman Center for Disability Research in the Kingdom of Saudi Arabia in 2020.

General Planning of the Study



The treatment program consisted of eight counseling sessions, each session lasting (60) minutes, and a meeting was held with the members of the experimental group to clarify the general objective of the program, which is to teach them skills that help them alleviate the identity crisis and promote a positive life. Two weeks after applying the direct test, the scales was applied again to the experimental group to find out the effect of the meaning therapy in alleviating the

identity crisis and promoting a positive life, if it had an effect (retention measure). Below is a brief description of the sessions.

First Session: This session consisted of building good relations between the researcher and the members of the experimental group, introducing the program and its general objective, alerting the students to the necessity of punctuality and discussing with them the situations that cause them psychological pressure.

Second Session: Students review the procedures and this procedure is done at the beginning of each session. Then the researcher explained the method of treatment in the sense and its skills in a simplified manner. At the end of the session, the researcher gave visually impaired adolescents some instructions that can be measured in subsequent sessions.

Third Session: At the beginning of this session, the guidelines that were followed by adolescents with visual disabilities were discussed and appropriate feedback was provided on the performance of those with disabilities. Then the researcher gave a detailed explanation of their evaluation and presented examples, and then focused on setting positive goals and how to achieve them. At the end of the session, people with disabilities were given the training to train them to set positive goals, how to achieve them, and the method of promoting positive life.

Fourth Session: The session started with a discussion of the treatment guidelines that have been developed. Then the researcher trained people with disabilities on the skill of stopping and thinking before beginning treatment with meaning.

Fifth Session: The session began with providing appropriate feedback on the performance of people with disabilities. Then the researcher distributed a leaflet about talking about therapy with meaning and how to apply the skills necessary to reach and promote a positive life. This is through educational explanation, examples and discussion.

Sixth Session: Providing appropriate feedback on performance, and then the researcher trained the visually impaired on the skill of defining the problem and developing possible alternatives to solve it and choosing the best alternative.

Seventh Session: Providing appropriate feedback on performance. Then the researcher trained people with disabilities on positive self-affirmation.

Eighth Session: reviewed the procedures and skills that were presented about the effectiveness of meaning therapy to promote a positive life. This was done by identifying the impressions and observations that were encountered during the implementation of the meaning therapy program.

This session was considered the final session of the treatment program. After that, the researcher thanked the visually impaired for their cooperation during the implementation of the program. And then the measure of treatment in meaning was applied again to the students in the experimental and control groups, and it was re-applied to the experimental group again after two weeks to see the stability of the effectiveness of the program in its impact on promoting a positive life.

A FIELD STUDY

Methodology of the Study

The researcher followed the quasi-experimental approach with a design of two groups - the experimental group and the

control group - in order to identify the effectiveness of logotherapy (independent variable) in alleviating the identity crisis and promoting the positive life of adolescents with visual handicaps (dependent variable).

Participants of the Study

The Participants was intentionally chosen from adolescents with visual handicap at the King Salman Center for Disability Research in the Kingdom of Saudi Arabia, and they are 30 adolescents representing 3.03% of the research community.

The Psychometric Properties of the Scale

The scales was applied to a pilot Participants of adolescents with visual handicap, with the aim of extracting the psychometric properties of the study instruments.

Validity of the Scale: The validity of the study scales was verified through the validity of the content, as the researcher extracted the values of Point Biserial Correlation Coefficient of the scale.

Table 1: Correlation Coefficient of Identity Crisis Scale and Positive life Scale		
Scales	Correlation Coefficient	Significance
Identity Crisis	0.341	0.000
Positive Life	0.306	0.000
Total	0.361	0.000

It is clear from Table (1) that the overall correlation coefficient reached (0.361) and these results enhance the validity of the scale.

Reliability of the Scale: The reliability of the scale was verified using the Cronbach's Alpha equation.

Table 2: Cronbach's Alpha Coefficient	
Scales	Cronbach's Alpha
Identity Crisis	0.682
Positive Life	0.749

From Table (2), it is clear that the reliability coefficient of identity crisis scale was (0.682), and the reliability coefficient of positive life scale was (0.749);this indicates that the two scales have a high degree of reliability and can be applied in the field study.

RESULTS AND DISCUSSIONS

Validity of Hypotheses

The First Hypothesis: There are statistically significant differences at the significance level (0.05) between the mean scores of the experimental group in the two measurements: pre and post on the scales of identity crisis and the enhancing of positive life.

To test the hypothesis, Wilcoxon test was used to indicate the differences between the related groups, for the experimental study group in the two measurements: pre and post, in relation to the scales of identity crisis and the enhancing of positive life and their Scale, as shown in the following table:

Table 3: the Significance of the Differences between the Means of Ranks of the Pre and Post Measurements of the Experimental Group on the Study Scales (n = 15)

Scales	Measurement	Direction of Ranks	No.	Means of Ranks	Total of Ranks	Value of Z	Significance
Identity Crisis	Pre/Post	Negative	15	7.00	122.00	-3.801	0.001
		Positive	0	0	0		
		Neutral	0	....	....
Positive Life	Pre/Post	Negative	15	7.00	122.00	-3.621	0.001
		Positive	0	0	0		
		Neutral	0	....	....
Total	Pre/Post	Negative	15	7.00	122.00	-3.392	0.001
		Positive	0	0	0		
		Neutral	0	....	....

In Table (3), there are statistically significant differences at the level of significance (0.05) between the means of ranks of the members of the experimental group in the two measures: pre and post, in relation to the scales of identity crisis and the enhancing of positive life and their dimensions, and the results were in favor of the post measurement, and to verify the impact and effectiveness of logotherapy, the sub ETA square was calculated as the following table shows:

Table 4: Significance of the Effectiveness of Logotherapy on Members of the Experimental Group between the Pre and Post Measurements (n = 15)

Scales	Measurement	No.	Means	Standard Deviation	ETA	ETA Square	Effect
Identity Crisis	Pre	15	48.53	6.52	0.67	0.45	High
	Post	15	28.86	3.42			
Positive Life	Pre	15	50.61	6.38	0.67	0.45	High
	Post	15	26.69	3.03			
Total	Pre	15	103.31	10.61	0.86	0.74	High
	Post	15	83.82	5.82			

It is evident from Table (3) and (4) that there are statistically significant differences at the level of 0.01 between the means of ranks of the members of the experimental group, in the pre and post measurements on the scales of identity crisis and the enhancing of positive life and their Scale in favor of the post measurement. This indicates the improvement of the scores of the members of the experimental group in the post measurement compared to the same group in the pre-measurement. The size of the effect of logotherapy was high for the overall degree of the scale, which means that logotherapy has a significant role and effect in alleviating the identity crisis and enhancing the positive life of adolescents with visual handicap.

This result is related to the techniques used in logotherapy, whereby logotherapy has contributed to eliminating the restrictions of inability to move around and Positive Life affairs, social restrictions represented in the inability to participate in activities and interaction with others, behavioral restrictions represented in extreme treatment from some members of society, either with compassion and excess protection, in addition to eliminating the dispersal of the identity of the blind adolescent, and this means that the primary goal of logotherapy is to help the blind and troubled teenager, and achieve a positive life for him by showing his self-identity.

The Second Hypothesis: There are statistically significant differences at the significance level (0.05) between the mean scores of the two groups: experimental, and control on the scales of identity crisis and the enhancing of positive life in the post measurement.

To test the hypothesis, the Mann-Whitney test was used for the independent groups, for the two experimental and control groups in the post-measurement, in relation to the scales of identity crisis and the enhancing of positive life and their dimensions, as shown in the following table:

Table 5: Significance of Differences for the Degrees of the Experimental and Control Groups in Post-Measurement (n = 15)

Scales	Groups of Comparing	No.	Means of Ranks	Total of Ranks	Value of U	Value of w	Value of z	Significance
Identity Crisis	Experimental	15	6.00	122.00	0	130.00	4.371-	0.000
	Control	15	18.00	341.00				
Positive Life	Experimental	15	6.00	122.00	0	130.00	4.309-	0.000
	Control	15	18.00	341.00				
Total	Experimental	15	6.00	122.00	0	130.00	4.421-	0.000
	Control	15	18.00	341.00				

Table (5) shows the presence of statistically significant differences at the level of significance (0.05) between the means of ranks of the degrees of the members of the experimental and control groups in the post measurement, and the results were in favor of the experimental group, and to verify the effectiveness of logotherapy in Alleviating the identity crisis and enhancing positive life, the sub ETA square was calculated as shown in the following table:

Table 6: The Effect of the Practical Indication of the Effect of Logotherapy on the Members of the Experimental and Control Groups in Post-Measurement (n = 15)

Scales	Groups of Comparing	No.	Mean	Standard Deviation	ETA	ETA Square	Effect
Identity Crisis	Experimental	15	30.32	3.62	0.93	0.86	High
	Control	15	41.51	4.62			
Positive Life	Experimental	15	33.52	3.62	0.91	0.85	High
	Control	15	41.66	4.62			
Total	Experimental	15	59.42	5.01	0.94	0.83	High
	Control	15	81.42	6.52			

It is clear from Table (5) and (6), that there are statistically significant differences at the level of 0.01 between the means of ranks of the members of the two groups: the experimental, and the control in the post-measurement on the scales of identity crisis and positive life in favor of the experimental group. This indicates the improvement of the scores of the members of the experimental group which received the techniques of treatment in the logotherapy compared to the control group. The size of the effect of logotherapy was high for the overall degree of the two scales, which means that logotherapy had a significant role in achieving the alleviation of the identity crisis and the enhancing of positive life among adolescents with visual handicap.

This result can be explained by the effectiveness of logotherapy through the techniques used in the program and the counseling sessions for adolescents with visual handicap, as visual impairment may be the cause of many problems, foremost of which are the problems of identity. As visual handicap is associated with high levels of insufficient job performance among blind adolescents, this negatively affects their independence and self-worth, and for this reason, the effectiveness of logotherapy has been positive in enhancing their identity and achieving a positive life for them.

The Third Hypothesis: There are no statistically significant differences between the mean scores of the group experimental on the scales of identity crisis and the enhancing of positive life in the trace measurement.

To test the hypothesis, Wilcoxon test was used to indicate the differences between the related groups, for the experimental study group in the two measurements: post and trace, in relation to the scales of identity crisis and the enhancing of positive life and their dimensions, as shown in the following table:

Table 7: The Significance of the Differences between the Means of Ranks of the Degrees of Post and Trace Measurements of the Experimental Group (n = 15)

Scales	Measurement	Direction of Ranks	No.	Means of Ranks	Total of Ranks	Value of Z	Level of Significance	Significance
Identity Crisis	Pre/Post	Negative	4	4.52	18.00	0.000	1.00	Insignificant
		Positive	4	4.52	18.00			
		Neutral	7	.....	.....	
Positive Life	Pre/Post	Negative	4	4.31	16.00	0.000	0.96	Insignificant
		Positive	4	4.31	16.00			
		Neutral	7	.....	.....	
Total	Pre/Post	Negative	6	5.61	36.3	-0.045	0.97	Insignificant
		Positive	6	5.72	37.6			
		Neutral	3	.....	.....	

It is clear from Table (7), that there are no statistically significant differences at the level of 0.01 between the means of ranks of the members of the experimental group, in the post and trace measurements on the identity crisis and the positive life scales. This indicates the effectiveness of logotherapy on the follow-up measurement for Two weeks to reduce the identity crisis, and promote the positive life of adolescents with visual handicap.

Thus, logotherapy of adolescents with visual handicap eased the identity crisis and promoted positive life for them, which kept them away from anxiety and depression cases. In addition to that, the effectiveness of logotherapy was clear by helping adolescents with visual impairment to be away from disability, loss, and dependency; so that they started to depend on themselves to assume responsibilities and satisfy their different needs, and the consequences of that, that they start to understand the meaning of their lives and achieve their own identity.

RECOMMENDATIONS

- Implementing programs of support groups for adolescents with visual handicaps, establishing mentoring and counselling programs for them, and notifying them that they are natural groups of society.
- Using psychotherapy strategies and techniques that include training in social skills and self-compassion through mentoring counselling sessions, in addition to activating support programs.
- Using strategies to mitigate the identity crisis and training and transforming it from a negative to a positive aspect enhances psychological resilience.
- Using positive life-enhancing strategies for blind adolescents, and applying them to Participants.
- Paying attention to the development of meaning in life, which helps adolescents with a visual handicap to fill the void in their lives and to go to the future and see it better.
- Paying attention to the identity diffusion crisis, because identity diffusion is one of the negatives of adolescent life.
- Paying attention to people with visual disabilities, especially in adolescence, and that interest is to try to listen to

them well and implement some of their demands.

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